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ABSTRACT

The paper explores practical strategies for using classical studies to enhance the education of adolescent students, especially those who are gifted. It reviews progress, since 1900, in Latin teaching methods in Great Britain and the Netherlands and describes more recent work in South Africa, including the development of new curricula for teaching Latin as well as the annual reading competitions, linguistic and historical quizzes, and art competitions sponsored by the Classical Association of South Africa. A project is described in which 20 gifted students (aged 13-17) were asked to review new juvenile classical books and teaching packets. It spawned a range of other projects which are summarized. The students produced a slide-tape show, the full script of which is appended to the paper. The book and teaching packet reviews were edited by a student and reworked by the teacher in a review article which is also appended. Conclusions drawn from the project confirm that the classics have much to offer the gifted and that they also offer a new awareness that even random dipping into the classical world is a rewarding experience for both average and gifted pupils. (VW)

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CLASSICS FOR THE GIFTED : SOME PRACTICAL STRATEGIES

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CLASSICS FOR THE GIFTED : SOME PRACTICAL STRATEGIES

J M CLAASSEN

1. INTRODUCTION

Granting that this conference is about "the gifted" in general, one can assume that the gifted adult has already found his niche or made his mark: when one speaks of educating "the gifted" one is speaking of educating adolescents. "Giftedness" does not automatically assume enthusiasm for all the joys that educators wish to offer: in the words of Lawrence Stenhouse, adolescents are interested "in sex, in everyday ethics, in war and peace, in race relations, and in problems of violence and social inequality. They are also interested in sport, pop records, dancing and travel, but when pushed, they concede that these interests seem less important."[1] Undoubtedly the Classics have all these to offer, and more, with the exception of the "less important" pop records.

"Motivation", or "getting the horse to drink", is, in the education of the gifted, as in any other aspect of education, crucial. I wish shortly to review practical educational aids within the Classical field in three categories: (a) within the classroom, (b) formally organised projects run by the Classical Association of South Africa, and (c) a series of educational experiments which I have personally carried out in my capacity as lecturer in the method of Classics teaching at the University of Stellenbosch.

2. CLASSICS IN THE CLASSROOM

2.1 Since the beginning of this century attempts have been made to revitalise language teaching in the classics, particularly the teaching of Latin. The first World War almost put paid to experiments in Direct Method Latin teaching by Jones, Appleton and Rouse of the Perse School at Cambridge. After the death of these pioneers, the high standard of gifted teaching required by this most demanding of methods could not always be met, and the experiment languished, but did not completely die. The Direct Method continued in use at the Perse School for some years after the first World War. The Method was systematised by one of Rouse's pupils, Cyril Peckett, who became Headmaster of the Priory School in Shrewsbury. He and a member of his staff Arthur Munday (now a retired Headmaster living in Cambridge) wrote the two Direct Method Latin textbooks, Principia and Pseudolus Noster and

later the Greek Thrasymachus. 'Complete' Direct Method was taught by very few schools but more used it for the first year or two of a Latin course and many teachers using the other courses were very influenced by its lively oral approach. The textbooks must have ceased to be used about the time when Cambridge Latin and Ecce Romani were first published in 1970. Thrasymachus is still used by some schools, but without the Direct Method techniques. Books utilising other modern methods appeared in time, of which the most successful are the new Cambridge Latin Course (CLC), the Scottish Ecce Romani, both now in their second editions, and the Dutch-based "Nature Method" course: Lingua Latina secundum naturae rationem explicata by H H Oerberg.

These books are freely available in South Africa. With their advent, pu= pils needed no longer to be bored or intimidated by a linquistic barrage of pages of closely-packed paradigms, explanatory texts, and feeble, cultu= rally-deprived Latin sentences about "sailors bringing roses to queens." The texts are firmly planted within the Roman world, well-illustrated, with well-controlled vocabularies, and in the case of the CLC, come complete with filmstrips or slides illustrating aspects of Roman life and tapes or caset= tes giving authentic pronunciation guides. The stories are lively and ex= citing, and at whichever level a pupil decides to leave the course, he carries away from it a sense of achievement, both linguistic and cultural.

2.2 The Classics department of the University of Stellenbosch, in the persons of Professors A V van Stekelenburg and F Smuts, and the late Professor Suretha Bruwer, has played a leading role in the rejuvenation of the linguistic image of Latin teaching in South Africa. Their series of matric-level tri= lingual texts and commentaries, Latin-English-Afrikaans, have been adopted by all but one of the examining bodies in South Africa. Tria Saecula is a major achievement. With its up-to-date linguistic methods and trilingual approach it has dispelled the last of the bugbears of Classical teaching in South Africa: the dilemma of Afrikaans-speaking pupils who have in the past had to approach their Classical studies through the medium of a "non-mother-tongue".

2.3 In South Africa the labours of a recent inter-departmental syllabus revision committee are at present being rewarded with the gradual adoption by all examining bodies of their recommendations for a new nuclear syllabus. Much linguistic dead-wood has been pruned away, and there is a new emphasis on Classical Culture within the syllabus, including aspects of our Greek heri= tage within the Roman context. The importance of the cultural component is

emphasised by the recommendation that 40-50% of the examination marks in the first year (13 to 14 year olds) be allocated to Classical Culture, tapering down to 25% in the final year (17 to 18 year olds). The recommendation is further that the Cultural component be examined internally by the schools themselves, which leaves much more scope for the talents of both the gifted pupils and the gifted teacher.

2.4 The Joint Association of Classical teachers in Great Britain have produced a Greek Reading course, which is interesting, challenging and places the pupil within the Greek world from its first page, which starts with the story of a ship travelling bo Byzantium. Its concomitant handbook turns it into a "teach-yourself packet".

2.5 The Cambridge Schools Classics Project has developed a series of teaching packets of a non-linguistic nature which offer exciting insights into the ancient world: the packet entitled "The Roman World; Unit I" provides cards and books covering Roman provincial life in Gaul culled from classical authors in translation, also epigraphic material, largely taken from tombstones, translated and presented as if in the original script, and also pictures of reliefs, mosaics and other authentic archaeological finds. In the words of the CUP catalogue (1982 p 2)[2] it "...offers the teacher opportunities to involve the pupils in numerous different activities, including reading texts, studying pictures as sources of information, deducing commercial and power structures from pictorial and epigraphic evidence, carrying out a demographic survey based on inscriptions, questioning attitudes and prejudices, drama and art work. The course aims to recreate a vivid impression of life in the Roman World and to develop the pupils' ability to assess evidence and make balanced judgements". It can further be augmented by "Unit II" which also contains authentically Classical material, in translation. The companion course, "The Greek World", designed for younger pupils in the 10 - 12 age group, has five units, ranging from aspects of Greek religion to the Greek clashes with the Persians similarly based on translations of authors, authentic inscriptions and other archaeological material.

All these packets are most suitable for enrichment of the gifted within English, History or Latin courses for self-study or special project work. (They are also so graded that pupils of lesser ability could use some parts).

3. ACTIVITIES OF THE CLASSICAL ASSOCIATION OF SOUTH AFRICA

The Classical Association of South Africa has for the past almost thirty years done much to further the cause of the Classics as a source of

cultural enrichment. The activities of the Western Cape branch, with which I am most familiar, are many and varied. At school level competitions of varying kinds are organised annually. Not only linguistic giftedness is encouraged, but gifted pupils of every description are involved, not least those gifted with that most precious of qualities, enthusiasm.

3.1 The annual reading competition for senior pupils encourages the acknowledgement of Latin as a still-living tongue, with std 9 pupils competing to make a selected prose passage "come alive" and std. 10 pupils striving to excel in the complexities of the metric reading of Latin hexameter verse. The standard of Latin pronunciation improves annually, and particularly pupils with an Afrikaans background achieve an easy "Italianate" style of pronunciation. Teams of readers are always backed by an enthusiastic following, even from non-participating schools. Illustrated books on classical subjects are much sought-after prizes.

3.2 In recent years the junior section of the reading competition has been supplanted by a bi-annual play competition, the so-called "Ludi Romani" which started as a concert of Latin-language "playlets", travesties, charades and burlesques. It went on to become a cultural evening with a central classical theme illustrated by means of playlets in English or Afrikaans. A "shipwreck debate", based on the popular "balloon debate"- concept drew an enthusiastic 34 entrants, even from non-Latin schools. Pupils portraying "Greek mythological figures" vied with "Roman military heroes" for the "gift of life" from "a pirate ship". It is perhaps an interesting comment on adolescent self-conceptualisation that the prizewinners were a "Hercules", a "Narcissus", a "Pluto" and a "Prometheus". Subsequently, a "mythological evening" and, most recently, "Historiae Romanae", had a continuity speaker who linked the various playlets with narrative or cultural information. Usually senior pupils write and direct these playlets using junior pupils as actors. Stage directors, props - managers and make-up artists, all have scope for their talents. Audiences consist once more of supporters from participating schools, as well as others. These evenings are therefore truly cases of the gifted enriching their schoolmates with what they personally have gained from the Classics.

3.3 A biennial quiz, with both linguistic and historical questions, has proved as popular with audiences, and the school libraries of winning teams are rewarded with book prizes. (A dearth of funds for providing prizes is however a perennial problem).

3.4 This year (1984) CASA Western Cape is branching out in a new direction: the call has gone out for entries for an art competition for junior pupils and we are eagerly awaiting the result: scenes from Roman life, illustrations of Greek myths, illustrated maps of the Mediterranean, illustrated historical pageants (time charts), and posters advertising Latin. We know that the Classics have enough to offer the gifted pupil: getting him interested against stiff competition we confidently know is within our powers.

4.

4.1 I have always felt that acquaintance with Latin need not have as its sole aim the ability to write stultified little sentences in mostly bad Latin: a passive reading knowledge can offer pupils much that is enriching. Some years ago I experimented with the Oerberg "Nature Method" Latin text on my then ten-year old son, "hiring" him at a cent a minute, in which payment he was initially far more interested than in the Latin. I found that the ap= proach of the book works. It relies heavily on the common Indo-European origins of Latin and English and commonly known geographical facts to form the first "linguistic beachhead" upon which the "task force" of advanced li: ɹuistic knowledge can "land" progressively. It worked very well with the boy who became impatient if I slackened the "reading" pace to a "teach= ing" pace. In the next two years I experimented with the book on a group of four twelve-to-fourteen year olds, of whom three are in the "very gifted" class. The approach was entirely audio-linguistic at first, and in the nor= mal linguistic scale of passive and active language skill acquisition, viz., listening, speaking, reading, writing, we did not try to progress to the fourth step. The second step, speaking , lay entirely in repetition of sentences from the book. The reading step was extremely successful and en= joyed by pupils and teacher alike. Feedback from these pupils revealed that they had benefited culturally and could contribute towards enrichment in their English and Afrikaans classes and that in their German classes at school they simply "knew much more than the other pupils" about matters linguistic.

4.2 A further leg of this experiment was the even more rapidly paced runthrough of a second beginners' course, the Cambridge Latin Course, Unit I, with the two most gifted of these four pupils. I found that they had a reading com= prehension which was as quick as their comprehension in English. They com= pleted the CLC Unit I within about four months, after which I discontinued the experiment. I had wanted to prove to myself that transfer of linguis= tic grasp from one kind of teaching course to another would be possible. One of these pupils lived in France with her parents before and she applied the linguistic insight gained from Latin to an almost native grasp of French.

She spent a month in France with a French family last year, and was perfectly at home there. She assures me that transfer of linguistic concepts suppor= ted and consolidated much of her French studies.

4.3 The experiment with which I am at present involved, is an offshoot of plan= ning for the Ingenium 2000 conference. It is being funded by the Tria Sae= cula publications. Here I must first pay tribute to a gifted and dedicated colleague, Professor Suretha Bruwer, who passed away last year at a tragi= cally youthful age. Almost up to her death she was involved in classics projects at school level. During this past April her executors presented our Latin department with a large array of exciting new juvenile classical books and teaching packets which she had collected during a term of study in England in 1982. There would have been no time for me to go through these thoroughly and present them to the conference in my review of "Some practical strategies", and so I decided to call in the aid of a "Panel of experts".

My "Panel of experts" consists of some twenty gifted pupils from five local schools, ranging in age from thirteen to seventeen, who came to me for the first time on 24 April 1984. At the time of writing this, one month later, (the end of May '84) tremendous activity has been engendered by the first assignment I gave all these pupils: to write reviews of Professor Bruwer's books and teaching packets. By this activity others have been sparked off: I made suggestions, but the enthusiasm has come from the pupils themselves. Most of these projects will be completed only after these pupils' exams in June, but I hope to present some of their final projects to the conference.

4.3.1 The range of interests sparked off by the initial reviews-project is great. These reviews will, at the request of the editor, be reworked for publica= tion in Akroterion, the popular quarterly of CASA. Of these pupils, Ciska, Jeanne, Annelle, Sinette, Carla, Emilie and Gillian chose simply to do re= views. They have developed a great interest in Greek and Roman everyday life.

4.3.2 A project with popular appeal, travel posters made up from picture postcords collected by Prof. Bruwer, by Samantha and Zaida, inspired them to experi= ment with calligraphy: their new project will be a poster illustrating the Greek and Roman alphabets. Also popular in its approach is Elizabeth's research into "Horses in antiquity: in myth and in real life".

4.3.3 Scientific interests inspired Danie to think about arguments for the use of Latin as a modern scientific lingua franca. He is at present engaged in research on Latin terminology for modern concepts. A particular interest in stars has led him to research in the mythological names used in astronomy, and David is collaborating on this project.

4.3.4 Computer science can also be the handmaiden of the Classics and brother and sister team Michael and Tracy are working on the devising of Latin language and Roman-history-based computer games, and a testing device for learning biological terminology, based on Greek roots.

4.3.5 Historical interests have led Francien and Elma into research on the Roman and Greek background to the rise of Christianity. Historical parody, coupled with an interest in the popular French "Asterix" series, will be represented by Kate's story and drawings: "Asterix rounds the Cape of Storms" where the redoubtable little Gaul in his brushes with the Romans goes south in the Phoenician Ekonomikrisis' trading vessel. At the Cape he and friend Obelix meet up with various African animals, and also with Solus Kristnus, the owner of a series of hotel-huts.....

4.3.6 Architectural and artistic interests have led Marilie to make a model of a Roman house, based on archeological findings at Pompeii, complete with mi= nute furnishings and a typically Roman household shrine made from modelling clay. Her enthusiasm inspired a little friend, living at Ceres, some 150 km from Stellenbosch, to participate in the project. Helena made miniature clay figures to people Marilie's house, complete in every detail, even as to the correct Flavian ladies' hair style which would have been prevalent at the time of the eruption of Vesuvius.

4.3.7 Their technical and dramatic interests are being satisfied by Jenny and Susan's experiments with the recording, for my future use within our Department, of a tape-slide show on Julius Caesar which I wrote last year, and they will work at producing a final tape-slide show illustrating this project. Special slides needed for this show are being photographed by Daan.

4.3.8 Lack of time has hampered this project in a certain sense, but the urgency of a limited time allocation has made for a rapid response. Aspects of leader= ship display, natural grouping and the creation of new friendships through co-operation between pupils from different schools has been one of the off= shoots of the project. Pupils come to my office in their own time once a week, and work there, often with no more than five minutes' attention from me, as I hurry off to deliver my lectures. The sub-leaders of the project,

two gifted students who respectively have technical posts in the Greek and Latin departments, have without their conscious knowledge also been objects of my enquiry into the way the Classics can offer practical strategies for motivating the gifted into entering upon great educational adventures.

5.

5.1 A last aspect which needs mention as a practical strategy for the gifted in the Classical field is the identification of a very special group of gifted pupils: Those who will lose out for the duration of their lives if they are not helped to enter the main stream of education for excellence. In the U.S.A. "ghetto-children" in the "inner cities" are often culturally deprived. No matter how gifted they may be, idiosyncratic substandard dialect and the cultural desert of an almost illiterate home life has kept these pupils back. In large cities such as Philadelphia, Indianapolis and Los Angeles itinerant or specially-trained Latin teachers expose nine to twelve year olds in ele= mentary schools to twenty-minute sessions daily of audio-aural unstructured language lessons, both Latin and Greek. These are largely aimed at increa= sing vocabulary in the mother tongue, at awakening cultural awareness, and an awareness of time and space, improving the pupils' self-concept, and inciden= tally improving reading ability. This improvement has been carefully docu= mented and statistically controlled by non-classical educational experts. This brings all these pupils, even the less talented, into the mainstream of education in the U.S.A., and enables the gifted among them to achieve to the utmost of their potential.[3)]

5.2 There is a heartfelt need in this country for a similar project which will raise the large mass of culturally deprived, average and gifted alike, who have not yet fully entered the mainstream of modern western civilization. Only when so guided that they reach the point where they can be identified, can the gifted amongst the greater mass of South African youth be helped per= sonally to achieve their full potential and to contribute fully to the grea= ter good of South Africa's many-faceted society. Here too, the Classics have their role to play.

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8. UPDATE: OCTOBER 1986

This paper was written in its final form about a month before the Ingenium 2000 conference. In that month the project outlined in paragraph 4.3 above was completed, roughly as outlined. Some of the participants fell by the wayside, or had to withdraw because of other commitments. The mooted tape-slide show was written by the pupils, and recorded in two sessions, which were not without their crises. It was completed just in time for the confe= rence, and formed the bulk of my presentation. The gifted pupils provided the stuff of the lecture themselves, as it were. The show has since been repeatedly used as a propaganda medium at schools, and has engendered con= siderable interest (See APPENDIX A).

The pupils' book reviews were, as projected in paragraph 4.3.1., edited by Susan, one of the students mentioned in paragraph 4.3.8., and reworked by me in a review article which appeared in Akroterion 29.3 September 1984 (See APPENDIX B).

Perhaps one of the most valuable conclusions I drew from the project was not so much the confirmation of my point that the classics have much to offer the gifted, but a new awareness of the fact that even apparently random dip= ping into any one of the endless facets of the classical world is a warm and rewarding experience for all pupils, both average and gifted alike.

APPENDIX A

C4.1.22

CLASSICS FOR THE GIFTED *

SPEAKER	NARRATIVE	SLIDE
		SLIDE TITLE CARD
Music "Invocation to Venus....." (Miss D. Smuts)	"Aeneadum genetrix.....	Classics for the Gifted: Some practical strategies
David	The Classics have much to offer all pupils, both within the classroom, and without. We know, for we have tried it	2. Classroom
Susan	At school pupils learn to read and enjoy Latin literature. We get to know the Romans and their culture, the basis of our Western civilisation, from Roman authors, who live for ever in their works.	3. C L C Texts
David	Modern text books present the language and culture in a living way.	
Jenny	At senior level, TRIA SAECULA, the new series of texts and commentaries devised by the Latin Department of the University of Stellenbosch, give enough guidance for individual reading and enjoyment of Classical authors, and we can enjoy the texts as literature.	4. Tria Saecula Texts
Susan	In junior classes, model building and art work open out some of the many facets of the Classical world, both Greek and Roman.	5. Models 6. Models
David	Teaching packets and Classical games make it possible to enter the Classical world even without linguistic studies. The Cambridge Schools Classics projects give us exciting glimpses of the Greeks and Romans as they really were.	7. Classroom
Jenny	But language study can be just as exciting. Half our English words, and many Afrikaans ones, come from Latin and we love learning new words, and seeing	8. Classroom

* Text of tape-slide show, first presented June 1984

Jenny

the connection between our language and the ancient languages. We learn more about language and how it works, too.

Anita

Au début, c'était plutôt le français qui m'a aidée avec le latin, parce que je connaissais déjà un peu de français.

Plus tard, j'ai vu que le latin est vraiment le base du français. Cela m'a beaucoup aidée et a rendu le français plus intéressant, parce que j'ai decouvert l'origine des mots.

L'année prochaine, quand je serai à l'université, le latin sera certainement une de mes matières.

9. Anita

Betsie

Als ich mit Deutsch began, war die Fälle nichts Neues. Latein hat auch geholfen um meinen Wortschatz auszubreiten. Das wichtigste ist aber dass Latein mein Interesse in allen Sprachen gestimuliert hat; weil ich Deutsch so interessant finde, genisse ich es sehr.

10. Betsie

Susan

The Western Cape Branch of the Classical Association of South Africa have annual competitions with beautiful book prizes to be won, quizzes and play competitions, and the annual reading competition, where pupils read Latin poetry.

11. Display of prizes

Ovidius *Met.* IV 128-146	Ecce metu nondum posito, ne fallat amantem, illa redit iuvenemque oculis animoque requirit, quantaque vitarit narrare pericula gestit; utque locum et visa cognoscit in arbore formam, sic facit incertam pomi color: haeret, an haec sit. Dum dubitat, tremebunda videt pulsare cruentum membra solum, retroque pedem tulit, oraque buxo pallidiora gerens exhorruit aequoris instar, quod tremit, exigua cum summum stringitur aura.	12. Someone with a prize 13. J Rodenwald reading
David	During May and June 1984, a number of us took part in a short-term project called "The Tria Saecula project".	14. Title Card: Tria Saecula project for the gifted
Jenny	First of all we read and reviewed some beautiful new books on Greek and Roman topics. Each book was read by two of us, and we tried to decide what we liked most.	15. Books
Gillian	The Greeks were great thinkers and liked to argue and reason things out. The gods were important in their lives and ruled their thinking and their behaviour. In past centuries they were a great, intellectual nation.	16. Gillian, Cisca & Carla
Cisca	The Romans were cruel, but very disciplined people, and that made me have a big admiration for them.	17. Brutus
Carla	Part of the Romans' daily pattern was to go to a temple to pray, to go to fetch water from a fountain, and to go to the market to get food.	18. Gillian, Cisca & Carla
David	These books gave us new ideas. For instance Samantha and Zaida made a travel poster from postcards and then they decided to make another poster comparing Greek and Latin script.	19. ROME poster

Zaida	Samantha says: If you want to be successful in the future, a knowledge of the past is essential and Rome is a city with a great historical heritage.		
	Although Latin is no longer a spoken language, we can see from the remains of the older Roman and Greek script the close relationship to our modern languages and alphabets.	20.	Zaida & Samantha
David	Francien and Elma are interested in the rise of Christianity in the Greek and Roman world:	21.	Francien & Elma
ancien	We found that the Romans thought of the Christians as atheists, because they did not believe in their gods.		
Elma	But the chief reason for the persecution of Christians was because their honouring of Jesus as "King" was regarded as treason, and so was their refusal to honour the Emperor as God.	22.	Colosseum
Francien	By 306 A.D., however, the Conversion of Constantine brought persecution to an end and put the full power of the Empire behind the religion.	23.	Constantine
Elma	Christianity was now not only a religion, but a social and cultural movement represented here symbolically by the interior of St. Peter's in Rome.	24.	St Peter's
Susan	Elizabeth studied horses in antiquity. Horses occur in Greek myth, formed a part of their daily life, and were depicted in art.	25.	Elizabeth
Elizabeth	Centaurs were a strange race of creatures who had human heads, arms and torsos and the bodies and legs of horses. Most of them were savage, lawless and fond of drinking.	26.	Centaurs
	Bellerophon's winged horse Pegasus was the offspring of Medusa and Poseidon. Bellerophon tamed Pagasus with a golden bridle given to him by the goddess Athena.	27.	Bellerophon

	Bellerophon, mounted on Pegasus, killed the Chimaera. The Chimaera had a fire-breathing goat's head, the forequarters of a lion and the hind part of a dragon.	28. Bellerophon, Pegasus & Chimaera
Susan	A two-horse team taking part in a chariot race. The races were run in a special arena called a hippodrome.	29. Two horse team
	This is a four-horse chariot. The Greeks also raced on horseback.	30. Four horse chariot
Elizabeth (read slowly)	The Greeks used horses as a subject for art in many ways: children's toys, painted on vases, statues and reliefs. The representation became much more realistic as time went by.	31. toys 32. Vase 33. Figures 34. Horsemen 35. Two reliefs
Susan	The Romans were also very fond of horse racing. This is the Circus Maximus where chariot races were run. The track was roughly oval in shape and the horses raced round a barrier down the middle.	36. Circus Maximus
	A four-horse chariot. Horses were run in teams of two, three, four, six or seven, though four was the most common number. The Romans used to bet on the colours of the teams.	37. Roman four-horse chariot
Elizabeth	The Romans were famous soldiers and also used horses in the army. Cavalry did not make up the main part of the army but were part of the Auxiliary Forces. Senior officers also rode horses. Here is the emperor Trajan riding at the head of a unit of auxiliary cavalrymen.	38. Trajan
	Roman artists often made equestrian statues like this one of Marcus Aurelius.	39. Marcus Aurelius

Susan	Danie studied the connection between the planets and their mythological names, because he is interested in astronomy.	40.	Danie & telescope
Danie	Mercury was the messenger of the gods. The planet Mercury, being nearest the sun, takes only 88 days to orbit the sun. It was therefore named after the fleet-footed god.	41.	Mercury
Susan	Venus was the Roman goddess of love, the most beautiful of the goddesses.	42.	Venus de Milo
Danie	The planet Venus lies between the earth and Mercury. Also known as the morning or evening star, it is the most brilliant object in the sky. Venus is often called the sister planet of the earth because of their similarity in mass and size.	43.	Venus
Susan	Mars, the Romans' god of war, was said to be in love with Venus. War brings fear and panic to mankind.	44.	Mars & Venus
Danie	Because of its red colour, Mars was named after the god of war. Red is a threatening colour.	45.	Mars
	The two tiny moons of Mars, Phobos and Demos, have these names because Phobos and Demos are the Greek words for Fear and Panic.	46.	Phobos & Demos
	Until very recently, it was thought that there could be life on Mars, but people no longer think so.	47.	Mars
Susan	Jupiter or the Greek God Zeus, was called the "king of gods and men" and was the greatest of the gods, but he feared his wife Juno, here sitting next to him watching Mercury with his scales.	48.	Jupiter, Juno Mercury
Danie	Next planet in order is the planet Jupiter, which is naturally the biggest planet in our solar system, with a diameter of more than 1 300 times that of the earth. Jupiter's four biggest moons are called the Galilean satellites, after their discoverer.	49.	Jupiter

Susan	Jupiter used to grieve Juno by having affairs with other women, such as Io, whom Juno angrily turned into a cow.	50.	Juno, Io & Jupiter
Danie	Jupiter's moon, Io, is one of the Galilean satellites and is the only place apart from earth where active volcanoes can be found.	51.	Io
	Callisto is another of Jupiter's satellites named after a mythological girl-friend. It has a surface even more cratered than that of our moon.	52.	Callisto
Susan	When Jupiter fell in love with Europa, he turned himself into a bull and carried Europa off to Crete.	53.	Europa myth
Danie	Europa, Jupiter's moon, has a smooth surface with relatively few craters.	54.	Europa (moon)
	Ganymede is the biggest of the satellites of Jupiter, and is also vastly different from the others. It consists of a thick ice crust.	55.	Ganymede
Susan	The mythological Ganymede was also different. He was a young man whom Jupiter carried away to be his cup-bearer.		
Danie	The next planet, Saturn, was named after Jupiter's father. The ringed saturn is the most beautiful planet and was the last of the classical naked-eye planets. The last three planets, Uranus, Neptune and Pluto were named for three other Roman gods: Saturn's father, the god of the sea and the god of the Underworld.	56.	Saturn

Susan	Writing a story and adapting drawings from the famous Asterix-series can be fun. Kate devised an Asterix story...	57.	Full page
Kate	The story begins one morning in the well-known Gaulish village with Impedimenta scolding Vitalstistics because they have run out of spices.	58.	Top half of page
	At the same moment Ekonomikrisis the Phoenician merchant lands on the beach. Chased by Impedimenta, Vitalstatistics rushes to the beach.	59.	Bottom half of page
	To his horror, Ekonomikrisis has no spices because of the war in the Middle East.	60.	Bottom quarter
	Getafix remembers a way round the Cape of Storms. Asterix and Obelix set out with Ekonomikrisis on yet another mission. In Africa, Obelix discovers what is at the end of the T-A-I-L!	61.	Close-up of Getafix
Tracy	My brother Michael and I enjoyed making Latin computer games on our IBM personal computer.	62.	Tracy & Michael
	Our program has four sections: biology, vocabulary, the Roman army and the Roman empire.	63.	Tracy
Michael	I think the computer can be a great help in learning the language.	64.	Michael
Tracy	With the aid of computers, I think that Latin could be made to be more alive for school-children and hopefully stimulate a greater interest in the language.	65.	Tracy
Michael	The computer is an excellent tester, especially in testing Latin vocabulary. Our biological terms game can help even a medical student to test his memory on Greek and Latin-based words.	66.	Michael

Susan	When Marilie read about Pompeii, she wanted to build a Roman house, and make furniture for it, even a little shrine, called a Lararium.	67. Lararium
Marilie	While I was busy with my project, one of the things that I found interesting, was the similarities between Roman and modern houses.	68. Marilie with house
	The Romans still influence us, after 2 000 years.	69. Atrium
	Like them, we brag with central heating systems, running water, and private peristillia (that is gardens) at the back of our houses.	70. House from above
	After I had done this project, my eyes opened for all the beautiful things that the Romans and Classics offer us, and my friend Helena borrowed another book and made little people for the house. She says:	71. Triclinium
Susan	"When I started the Roman people, I felt like one of them. Usually, when I make something, I feel part of it. And this time, especially when I made the women, I wondered how they felt about fashion".	72. Little Roman people
Kate	Daan was our photographer for this project. The continuity narrators you heard were David, Jenny, Susan and Kate, that's me. We now want to tell you about what the Classics do in the U S A for children from the inner cities, who sometimes come from culturally deprived homes.	73. Daan 74. Boy dreaming
Susan	Travelling teachers visit primary school classes once a day for twenty minutes and tell pupils, in Latin, all about the classical world.	75. Mr Torchias in class
Kate	The pupils sing songs and look at pictures. They learn about Roman life, and about the Greek Gods. They love to think they are speaking Latin, even when they simply repeat what the teacher says.	76. Jupiter's headache

Kate	Some schools improve pupils' vocabularies by comparing Latin, Spanish and English words.	77.	Legamus Dei Romani
Susan	These pupils' lives are enriched in many ways. All are better equipped to fill their place in society.	78.	Classroom
Kate	The gifted among them are enabled really to reach their full potential, for their horisons have been broadened and their cultural awareness stretched back in time. To conclude:	79.	How the Romans lived and spoke
All	The Classics offer culture As live as live can be It thrilled the ancient Romans, And now its thrilling me!	80.	Smiling boy in classroom

APPENDIX B: Review article from *Akroterion* 29, 3, Sept. 1984

NEW BOOKS FOR SCHOOL LIBRARIES: REVIEWS BY A PANEL OF EXPERTS, AGED 13 TO 17

During 1982, while on study leave in England, the late Suretha Bruwer collected a large array of exciting new classics books for juveniles and teaching packets. These were presented to the Latin Department, University of Stellenbosch, by her executors. During April and May of this year a group of about twenty pupils from five local (mostly Afrikaans-speaking) schools were called in to review the books and teaching packets. Most of them were completely unfamiliar with the Classics in any form. This activity sparked off others and the pupils embarked on different projects, based on their reading, which culminated in the making of a tape-slide show, entitled "Classics for the gifted" which was shown at a conference on the education of the gifted, held at Stellenbosch in June 1984.

The books, pamphlets and teaching packets under discussion are not aimed solely at Latin pupils, but can give any pupil a lively view of the Greek and Roman world. The value of these reviews lies perhaps most in the reflection of the impact the various aspects of the Classics make on young minds, and in the honesty of their response.

Below follows a list of these publications, with some of the reviews produced by the "panel of experts", edited by S Erasmus and J M Claassen. The reviewers were:

Bloemhof Girls' High School, Stellenbosch : Ciska Coertzen (Std 6), Annelle Gouws (Std 6), Francine Giliomee (Std 9), Sinette Heys (Std 6), Carla Hofmann (Std 6), Zaida Murray (Std 6), Gillian van Wijk (Std 6), Elizabeth van Wyk (Std 6)

De Kuilen High School, Kuils' River : Emilie Nel (Std 7)

Paul Roos Gymnasium, Stellenbosch : Michael Rood (Std 6), David Stevenson (Std 9)

Rhenish Girls' High School, Stellenbosch : Samantha Copeling (Std 9), Kate Henderson (Std 9)

Stellenbosch High School : Marilie Bohlman (Std 8), Jeanne du Toit (Std 8).

1. TEACHING PACKETS

1.1 Cambridge School Classics Project: Foundation Courses

The Greek world

Foundation course Folders I-IV: Teacher's handbook. C.U.P., 1972-74.
Folder I. Troy and the early Greeks. Set of cards. C.U.P., 1972, repr. 1974.
Folder II. Gods of Mount Olympus. Set of cards plus teacher's pamphlet.
Folder III. Greek religion. Set of cards plus teacher's pamphlet.

On Folder III, Zaida reports: "Group activity, suitable for age group 8-12, an interesting, compact packet, containing all necessary facts. Teacher's handbook is included. Good photographs and pictures captivate your imagination and make you dream that you are part of the ancient Greeks and their religion. Ciska adds: "The question cards

are good too".

Folder IV. Athens, Sparta and Persia. Set of cards plus teacher's pamphlet.

Ciska finds this packet suitable for age group 12 plus. She likes the photographs and continues: "The information and questions could be used for class projects or plays".

Folder V. Greek festivals. Set of cards plus teacher's pamphlet.

Elizabeth pronounces this packet, on Greeks sports and festivals suitable for group activity, ages 11 to 14. She finds the cards with photographs and drawings interesting as they teach one more about Greek life. Elizabeth used this packet herself as one of her sources for a project entitled "Horses in Antiquity".

The Roman world

Unit I: Set of cards, booklets and Teacher's handbooks. C.U.P., 1978.
Unit II: Set of cards and booklets. C.U.P., 1979.
Teacher's handbooks 1 and 2.

Annelle found the cards most stimulating "because they are short and sweet". She misses a list of books for further reading, but adds the comment: "I especially liked the places where people out of those times were speaking, because they were most real". An added bonus to her is that the information on the Roman occupation of Gaul is useful for people who want a background on Asterix. She rates the packet as suitable for ages 9 to 13. Emilie recommends one book from Unit II, "The Villa" as suitable for 14 years and older. She found it most informative, "especially the part on the vilica". She adds "the book on myths was my favourite. I liked Daedalus and Icarus. I can recommend this teaching packet to anyone who wants to know more about the Roman world".

Other teaching packets are:

1.2 Classical Studies 13-16:

The Romans discover Britain. C.U.P., 1981.

The Romans discover Britain. Teacher's handbook. C.U.P., 1981.

1.3 History First:

Andrews, I. & P. Kesteven: *Augustus.* Set of cards and booklets. C.U.P., 1977.

2. SERIES COVERING LITERARY AND HISTORICAL TOPICS

2.1 "Inside the Ancient World":

Barrow, R.: *Athenian democracy.* London: Macmillan Education, 1973. Repr. 1981.

Massey, M. & P. Moreland: *Slavery in ancient Rome.* London: Macmillan Education, 1978. Repr. 1980.

Of this book on slavery Ciska reports that pupils of 13 or over will find that it gives a general view of the life and treatment of different types of slaves. Contemporary sources are quoted, which

gives one an idea of how slavery was seen in previous centuries. Zaida adds that the book is informative on aspects of slavery, not only in ancient Rome, but all over the world

Parker, Meg: *Socrates and Athens.* London: Macmillan Education, 1973. Repr. 1981.

Sharwood-Smith, J.: *The bride from the sea.* London: Macmillan Education, 1973, pp. 95.

Emilie reports: "I found the 'Bride from the sea' most interesting, and so did one of my teachers. It draws attention to the charm of Greek myths and is suitable for anyone interested in mythology, from 12 years upwards. There are interesting explanations on the differences between myths or legends and folk tales".

Taylor, D.: *Cicero and Rome.* London: Macmillan Education, 1973. Repr. 1981. pp. 96.

Taylor, D.: *Roman society.* London: Macmillan Education, 1980. Repr. 1981. pp. 96.

Kate finds the last named book suitable for group work, or individuals from 15 upwards. The well-planned book is helpful to Latin scholars as it gives them the background they need in order to place historical events in perspective. She likes the quotations from ancient poets and writers. The book could be read in an afternoon, but more careful reading would take longer.

Further titles in the same series are:

Thorpe, M.: *Homer.* London: Macmillan Education, 1973. Repr. 1982.

Topham-Meekings, D.: *The hollow ships.* London: Macmillan Education, 1976.

Williams, R.D.: *Aeneas and the Roman hero.* London: Macmillan Education, 1973. Repr. 1979.

This last book is particularly useful in providing background for Matriculants reading Virgil and several of the panel recommended it highly.

2.2 Aspects of Roman Life:

This series of slender volumes on a single topic each proved particularly popular with younger readers, and encouraged several into venturing into practical projects such as Marilie's model of a Pompeian house.

Buchanan, D.: *Roman sport and entertainment.* Harlow: Longman, 1975. Repr. 1982. pp. 62.

Gillian found the book suitable for younger pupils, and Carla agreed that the illustrations aid one's understanding of the text. Gillian likes the fact that it tells a story. "You can learn something about the sport and entertainment of the Romans long ago". Carla adds "You can see what the difference is between the sport they used to have and the sport we have".

Green, M.: *Roman technology and crafts.* Harlow: Longman, 1979. Repr. 1982.

Hodge, P.: *The Roman army.* Harlow: Longman, 1977. Repr. 1981.

Carla judges that Afrikaans-speaking pupils of 14 onwards can use the book. "I like to learn about the ways the Roman soldiers fought. It is also interesting to know what the recruit had to do in his unit and what the training consisted of: e.g. they had to carry between 30 and 40 kg on the march.

Hodge, P.: *Roman family life.* Harlow: Longman, 1974. Repr. 1980.

Marilie says of this book: "It stimulates the reader to go further in the subject. For 12-14 year old pupils the "Things to do" at the end of each chapter should be used. In this way, they come nearer to the Roman family and lifestyle. The book gives just enough information to connect "today" with "Roman times" so that children understand it better". Elizabeth finds the questions included at the end of each chapter helpful.

Hodge, P.: *The Roman house.* Harlow: Longman, 1971. Repr. 1982

Marilie says: "Although this book is most suitable for 12-14 year olds, I found it very helpful with my project. It covers all the most important aspects. By comparing the Roman houses and styles with today's ways of building, one understands the whole set-up better. Simple Latin words used in the place of, or with English ones, are also interesting and fun". (Marilie has no Latin, but was inspired by the books to make a model of a Pompeian house, and got a friend to make miniature "inmates" for the house.)

Hodge, P.: *Roman towns.* Harlow: Longman, 1977. Repr. 1982.

Ciska: "This book has absolutely terrific photographs and plans of ancient towns although it has a limited explanation of different aspects, so that one has to read some more books to get a better view of the subject". Gillian agrees: "If you want to know more about the subject this book is not enough". Gillian is also doubtful about the usefulness of questions and projects at the end of chapters, if one wants to read for mere enjoyment.

Hodge, P.: *Roman trade and travel.* Harlow: Longman, 1978. Repr. 1980.

Gillian is equally critical of the questions and "things to do" at the end of chapters, but finds the contents interesting and the pictures lovely. She suggests that a full-colour edition would be brighter. The maps are interesting and informative and Carla agrees that they make it easier to know exactly where things happened.

Also included in this series, are:

Massey, M.: *Roman religion.* Harlow: Longman, 1979. Repr. 1981.

FOLDER

with a set of cards to supplement the books in the above series *Aspects of Roman life,* and to encourage further study on the topics on Roman towns, houses and family life. The cards provide source material in translation from Roman writers, illustrations, instructions for making models and questions to test comprehension contained in the source sheets. See page 84 also for comment on this folder.

2.3 The Open University Press has a series to be employed in conjunction with B.B.C. broadcasts, called "Arts: A second level course". This

series seems to be aimed at college level students, but our panel found them most stimulating too.

A291 13-16. *The rise of Christianity.* The Open University Press, 1974.

A292 1 and 2. *History to 404 B.C.* Unit 1: The Polis. Unit 2: The struggle for Greece. The Open University Press, 1978.

A292 3 and 4. *Aeschylus: The Oresteia.* The Open University Press, 1979.

A292 5. *The Acropolis.* The Open University Press, 1979.

A292 6. *Euripides: Medea.* The Open University Press, 1979.

A293. Illustration booklet: *Rome: The Augustan Age.* The Open University Press, 1982. 96 pp.

Gillian says: "One can learn so much if one just looks at the pictures and photographs. One can remember more easily if one sees something illustrated, than if one just reads it. The pictures are big and clearly set out. An enjoyable book for 13 years and older".

2.4 Cambridge Introduction to the History of Mankind:

Cairns, T.: *The Romans and their empire.* C.U.P., 1970. Repr. 1978.

Michael advocates this book for pupils 10-16 or older, who want to know about what type of people the Romans were. He says it is "about the Roman people themselves, their system of government and how they became such a vast and great empire. The book achieves its purpose in giving one a basic knowledge of the Romans". His statement is borne out by Ciska's amazed comment: "The way the Romans lived is so different that you would find it very difficult to believe that they really lived so primitive".

Woodford, S.: *The Parthenon.* C.U.P., 1981. 48 pp.

Ciska and Gillian both found this book difficult and recommend it for older pupils (14-17). Ciska says: "There are so many facts that you never can remember it all. The pictures are beautiful". Gillian finds the pictures self-explanatory but she finds the explanation of the plans of the building difficult to understand at her level.

2.5 Cambridge Introduction to the History of Art

Woodford, Susan: *The art of Greece and Rome.* C.U.P., 1982. 122 pp.

According to Marilie the apparent aim of this book is to discuss various art forms, how they developed and problems the artists had to deal with. It reads easily and is suitable for pupils from 16 years onwards, particularly those with some background in art. She says: "The author did not just give facts, but she explains where and/or why things changed, or were used. The beautiful pictures helped me to understand exactly what the author meant. The book has an index, a list of books recommended for further reading, notes on artists and a glossary". Gillian, at standard 6 level, also found that the pictures helped her to understand the authors' explanations.

2.6 Classical Studies

Corsar, P. Kenneth et al: *Discovering the Greeks.* London: Edward

Arnold, 1977.

2.7 Time Traveller Books:

Amery, Heather and Patricia Vanags: *Time traveller book of Rome and Romans*. London: Usborne Publishing, 1976. (Limp). 32 pp.

Sinette found this colourfully illustrated booklet suitable for individual reading for ages 8-10. She found it an "interesting and enjoyable book that gives a good, clear picture of how the Romans lived. It also tells you about the story of Rome and how the city was built. It is also interesting to see how the people dressed and all the things they sold in the market". Elizabeth agrees "The book is interesting for younger children, but not really for children over 11 years".

2.8 Other:

Nicol, Jon: *The Greek and Roman world*. Basil Blackwell, 1983. 48 pp.

Samantha reports that it took her 58 minutes to read and review this book, with its apparent aim "To gain knowledge while having fun". She thinks that it is suitable for standard 4 upwards, for group or individual use. She admits to having learnt much herself in the short while she took to read the book. She likes its concentration and the way important points are summarised. She suggests: "Read short sections to the class. Then divide them into teams and let them do the quiz at the end of that section".

3. TRANSLATIONS FROM GREEK AND ROMAN AUTHORS

Aeschylus: *Oresteia, "The serpent son"*, tr. by Frederic Raphael and Kenneth McLeish. C.U.P., 1979. 137 pp.

Aristophanes: *Clouds. Women in power. Knights*, tr. by Kenneth McLeish. C.U.P., 1979. 181 pp.

Emilie, who probably had never met with Greek literature before, writes: "I found the plays very interesting and quite humorous. The one about women and politics is a very modern subject. I always thought that in those times the men were very much against anything that had to do with women's liberty. I think that Aristophanes was very far-seeing at that time. Even nowadays people can enjoy his plays, because they are still relevant". She recommends the book for ages 15 and on.

Arrian: *Alexander the Great, selections from Arrian*, tr. by J.C. Lloyd. C.U.P., 1981. 104 pp.

Samantha finds the book suitable for pupils from standard 9 upwards, adding this advice: "Do not pay too much attention to the long names and concentrate more on the actual happenings of Alexander's life". Gillian (Std 6) protests that "this book is suitable for anyone that can read English quite well". Samantha's further comment is "the book is not for easy reading and I therefore suggest that you be in a relaxed and thoughtful mood when you read it. I like history because I feel that it is linked to the present, and has influenced the present. This story about Alexander the Great explains why many things and places are what they are today". She reports taking "1 hour and 12 minutes" to review the book.

Euripides: *The Trojan women. Helen. The Bacchae*, tr. by N. Curry, C.U.P., 1981. 166 pp.

Herodotus: *The Persian War*, tr. by William Shepherd. C.U.P., 1982. 136 pp.

Livy: *Stories of Rome*, tr. by Roger Nichols. C.U.P., 1982. 92 pp.

Ciska took "2 days" to review the extracts from Livy, but reports bravely: "It is an interesting book for just reading as well as for research, (although it will take you a long time to find what exactly you're looking for.) The English is not too difficult, and the glossary explains all the difficult words. The maps also give a better understanding of the work. "Carla's second opinion is that "more illustrations" would have made the book more interesting, but she adds: "I like the way in which they wrote the book - it is a sort of story". Suitable for age 14 and upwards.

Plautus: *Rudens, Curculio, Casina*, tr. by Christopher Stace. C.U.P., 1981. 160 pp.

Pliny: *A selection of his letters*, tr. by Clarence Greig. C.U.P., 1978. 82 pp.

Society in Imperial Rome: *Selections from Juvenal, Petronius, Tacitus, Seneca and Pliny*, tr. and ed. Michael Massey. C.U.P., 1982. 107 pp.

Socrates: *The wisest and most just?* tr. by Meg. Parker. C.U.P., 1979. 109 pp.

Francine reports concisely on the Socrates book "A very suitable book to stimulate the readers' interest in philosophers and philosophy". She finds it suitable for ages 14-18, and advises that it can be used for individual reading or reworked as a play for group study.

Tacitus: *Empire and emperors, selections from Tacitus' Annals*, tr. by Graham Tingay. C.U.P., 1983. 102 pp.

4. HISTORICAL NOVELS

Dillon, E.: *The shadow of Vesuvius*. London: Faber and Faber, 1978. 140 pp.

Francine finds this story suitable for younger pupils, aged 9-14. Her comment: "The eruption of Mount Vesuvius, a volcanic mountain adjacent to the city of Pompeii, is one of the most interesting stories of Roman history. Recently half the city has been dug up and discoveries were made that helped intellectuals tremendously in their study about the Roman way of life. *The Shadow of Vesuvius* is a very convincing story, and Eilis Dillon has succeeded in painting a stunning picture of the last days of Pompeii. Apart from being a lovely book to read, it also passing teaches the young reader about Roman culture and customs. I am sure that this book will encourage young pupils to find out more about Roman history". The book took Francine 2 hours to review.

Lillington, K.: *Young man of morning*. London: Faber and Faber, 1979.

McGregor, I.: *The snake and the olive*. London: Faber and Faber, 1974.

Ray, M.: *Shout against the wind.* London: Faber and Faber, 1970. Faber Fanfares Edition, 1980. 175 pp.

Jeanne finds the last named historical novel suitable for age group 10-14. Its apparent aim is "to try to create the way of life of the people in ancient Greece during the invasion of the Dorian tribes". She comments "This book manages to recreate the war atmosphere in Bronze-age Greece very convincingly. The story line is perhaps slightly too simple, but you do get an understanding of the feeling between the two groups: the invaders as expressed by the soldier, 'The beasts fattened, and men too. There were too many of us..... When there is not enough, the weak take from the strong'. And so they looked for new land, and invaded Greece. Then, the feeling of the Greek people: 'You came out of the North like a gale and trampled the corn and cut down men..... Do you know how it is to be left after such a storm? It's like when you shout against the wind....'" Zaida agrees that the book is most suitable for younger readers, but adds "I learned quite a bit about warfare in early Greece".

5. PAMPHLETS ON ASPECTS OF THE CLASSICAL WORLD

The British Museum Education service publishes many pamphlets aimed at readers at different levels. Illustrated notes for teachers cover topics such as "Christianity in Roman Britain" and refers to objects in the museum. The pupils' pamphlets were very popular with the young reviewers, and were praised for their concise information and clear illustrations.

British Museum Education Service: Dept. of Greek and Roman Antiquities:

Jenkins, Ian and Sue Bird: *Greek and Roman daily life studies* (Pamphlets):

1. Athletics and society in Ancient Greece; 2. Spinning and weaving in ancient Greece; 3. Greek dress; 4. Greek music.

Also among prof. Bruwer's papers was a series of 2-page mini-pamphlets concisely covering a varietyof subjects, as follows:

Vindolanda Eye-Opener Series: Copyright Vindolanda Trust 1978. Pamphlets.

1. Roman medicine; 2. Roman writing; 3. Roman music; 4. Roman road transport; 5. Roman trades and crafts; 6. Roman sports and pastimes; 7. Roman education; 8. Roman soldiers; 9. Roman forts; 10. Roman frontier houses; 11. Roman burials; 12. Roman gods; 13. Roman cooking; 14. Roman women; 15. Roman family life; 16. Roman baths; 17. Roman agriculture; 18. The Roman navy; 19. Roman clothes; 20. Roman frontier civilians.

6. MISCELLANEOUS

Some of the following titles were also among prof. Bruwer's books, and some have been received by the the Latin Department, U.S. during 1984. All are suitable for pupils.

Amey, Peter: *Pax Romana.* London: Harrap world History Programme, 1976. 32 pp. (limp.)

Amos, H.D. & A.G.P. Lang: *These were the Greeks.* Amersham, Bucks: Hulton educational publications. 224 pp. (limp.)

British History Illustrated, Special Issue: *Roman Britain 55 B.C.-A.D. 409.*

Case, S.L.: *Ancient Rome.* London: Bell and Hyman, 1975. 48 pp. (limp.)

Crystal, David and John Foster: *The Greeks.* London: Databank, (Edward Arnold), 1981. 24 pp. (limp.)

Crystal, David and John Foster: *The Romans.* London: Databank, (Edward Arnold), 1981. 24 pp. (limp.)

Ferguson, J. and K. Chisholm: *Political and social life in the great age of Athens.* The Open University Press, 1978.

Tingay, G.I.F. and J. Badcock: *These were the Romans.* Amersham, Bucks: Hulton Educational Publications. 193 pp. (limp.)

The ancient world in action:

Harrison, J.A.: *The Athenian Law Courts in the fourth century B.C.* London: Bell and Sons, 1977. 32 pp. (limp.)

Mulryne, T.W.: *The Roman forum.* London: G. Bell and Sons, 1977. 32 pp. (limp.)

EPILOGUE BY EMILY (a non-Latin pupil)

"I liked reading about the classical world because it is interesting, and gives me an idea of what the people did in earlier times, and their way of living each day, but the thing which interested me most was how they coped with their religion".

ADDENDUM

The following interesting comment on the folder, supplementary to the series *Aspects of Roman life* (see p. 78) came in late, but we thought it worth while to add it here.

David Stevenson (Std 9) writes:

"I feel that this package is ideal for background study of Std 6 and Std 7 pupils. Many pupils are put off taking Latin up to Std 10 because of the fact that Std 6 and Std 7 are devoted entirely to grammar. These cards could be used to provide an interest in the people and way of life of Latin times and thereby create an interest in their language. It also provides an excellent introduction to the prescribed works the pupils will be dealing with later, by using extracts from the works of Catullus, Martial, Pliny and then to illustrate various aspects of Roman life. A very interesting and enjoyable package and highly informative."